## Session Descriptions
(Listed alphabetically by presenter's last name.)

*Note: Participants will be reminded throughout each session of the importance of active supervision and engagement with children.*

### Joyce Burger

**No Bullies Here! Supporting Social Emotional Growth for the Prevention of Bullying**

This session will provide insights and strategies to help children possess the tools necessary to prevent bullying. Teachers will learn ways to supervise and help children cultivate resiliency, improve Impulse control, and strengthen assertiveness and problem-solving skills. *(Joyce Burger)*
*Core Competency: Supporting Skill Development (4.1)*
*Licensing Standard 746.1309 (b.1 – Child Growth and Development); (b.3 – Age-appropriate Curriculum)*

**Playing with Math**

Come to this session and take part in creative, hands-on, manipulative, and active learning activities that foster the development of mathematical foundations in children. *(Joyce Burger)*
*Core Competency: Supporting Skill Development (4. 4)*
*Licensing Standard 746.1309 (b.3 – Age-appropriate Curriculum*

**Shaping the Mind through Natural Wonders**

Inspire young scientists in your classroom with these explorations, activities, and experiments to cultivate an appreciation of nature and the world around us. *(Joyce Burger)*
*Core Competency: Supporting Skill Development (4.5)*
*Licensing Standard 746.1309 (b.1 –Child Growth and Development); d.10 – Planning developmentally appropriate learning activities)*

**Put A Spring In Your Step And A Song In Your Heart**

An invigorating workshop discovering two powerful teaching tools easily used throughout the day- music and movement. Engage in enticing musical activities that prepare students for optimal learning. We will address the need to move while building motor, listening and self-regulation skills in a fun and age appropriate approach to music. *(Joyce Burger)*
*Core Competency: Supporting Skill Development (4. 7); Learning Environments, Planning Framework, Curriculum, and Standards (3.1)*
*Licensing Standard 746.1309 (b.3 – Age-appropriate Curriculum)*

**Music – It's Not Just For Music Class!**

The benefits of music for shaping little minds are numerous! This session will explore ways it can support your classroom curriculum, build students self help skills, ease class transitions and help with classroom management. Plus, music is fun for everyone! Join the session and gather easy ideas for immediate use with your students. *(Joyce Burger)*
*Core Competency: Supporting Skill Development (4. 7); Learning Environments, Planning Framework, Curriculum, and Standards (3.1)*
*Licensing Standard 746.1309 (b.3 – Age-appropriate Curriculum)*

*Beth Cannon*

### How to Choose & Manage Outside Enrichment Programs (Directors)
As parents seek more and more experiences for their children during the school day, it can be difficult to hire the talent from within or choose an outside program that will fit with the culture of your community. This workshop will help you understand what licensing expects, as well as some key tips for success in creating an interactive and engaging enrichment schedule. *(Beth Cannon)*
*Core Competencies for Administrators: Implementing a Developmentally Appropriate Curriculum and Environment (5.1.)*
*Licensing Standard 746.1311 (d.3 – Management Techniques, Leadership, & Staff Supervision)*

### Moving 'n Grooving Brain Breaks
This interactive session will give you some great ways to incorporate movement and music with learning in your classroom. You will learn about how brain breaks help with classroom management, plus some new information on the correlation between movement and learning. Plan to move-n-groove in this upbeat and energetic session. *(Beth Cannon)*
*Core Competency: Supporting Skill Development (4.9)*
*Licensing Standard 746.1309 (b.1 –Child Growth and Development); d.10 – Planning developmentally appropriate learning activities)*

### Unity In the Preschool Community
What is it like when women work with women? This interactive workshop will help you explore your personality and how you fit and work cohesively with your team. You will engage in a fun personality test to discover the unique ways that God has gifted both you and your coworkers. You will learn how to be your best *you* on a team. *(Beth Cannon)*
*Core Competency: Professionalism and Ethics (9.3)*
*Licensing Standard 746.1309 (d.7 – Professional Development)*

*Stephanie Chase*

### Big Hearts and Little Minds Need the Bible: Let's Give It to Them
In this session, discover creative, developmentally appropriate, fun ways to teach the Bible to preschoolers. You'll leave with a heart full of Bible stories and a mind full of Bible activities to immediately put into action. *(Stephanie Chase)*
*Core Competency: Learning Environments, Planning Framework, Curriculum and Standards (3.1,2); Supporting Skill Development (4.2,3)*
*Licensing Standard 746.1309 (d. 10 – Planning developmentally appropriate learning activities)*

### Circle Time Tips and Tricks for Shaping Little Minds
Circle time can be the best time of the day! Discover fresh new ideas and tips that make circle time a great learning experience for preschoolers of all ages. *(Stephanie Chase)*
*Core Competency: Learning Environments, Planning Framework, Curriculum and Standards (3.1,2)*
*Licensing Standard 746.1309 (d. 10 - Planning developmentally appropriate learning activities)*

### My Heart is Overwhelmed and I'm Losing My Mind

Are you *new* to teaching young children and feeling a little overwhelmed? Find help in this session as you discover the basics every early childhood educator must know to be the best! This experience will pack your mind with essential teaching tools and comfort your heart to love what you do! *(Stephanie Chase)*
*Core Competency: Professionalism and Ethnics (9.2,3)*
*Licensing Standard 746.1309 (d.7 – Professional Development)*

### Shaping the Hearts & Minds of Seasoned Teachers
As a teacher with years of experience are you ready to take your teaching to the next level? In this session you'll be challenged to view Weekday education from a new perspective and try things you've never done. You will also take home a "Seasoned Teacher Syllabus" and to see if you can complete all the requirements in one year! *(Stephanie Chase)*
*Core Competency: Professionalism and Ethnics (9.2,3)*
*Licensing Standard 746.1309 (d.7 – Professional Development)*

## Spiritual Development for the Littlest Minds

Do infants and toddlers really develop spiritually? Can they really learn about God? If so, how? Come discover the answer to these questions and explore infant and toddler spiritual development. *(Stephanie Chase)*
*Core Competency: Child Growth and Development (1.1,4)*
*Licensing Standard 746.1309 (b.1 – Child Growth and Development)*


### *Rebecca Cole*

## It's Not Just Supervision, It's Active Supervision
This session examines what ACTIVE supervision means and how to ensure that takes place. There will be a video to test your observation skills and discussion around the role that good communication plays in supervision. *(Rebecca Cole)*
*Core Competencies: Responsive Interactions and Guidance (2.1); Health Safety and Nutrition (8.1)*
*Licensing Standard 746.1309 (d.3 & 4 – Safety and Risk Managment)*

## Helping Children Move from Entitlement to Ownership
This training examines how we have arrived at such an entitled society and how, as teachers, you can move children from a state of entitlement to a state of ownership. This course examines not only how to teach four areas of ownership in the classroom, but also how to help parents minimize entitlement in their home. *(Rebecca Cole)*
*Core Competencies: Responsive Interactions and Guidance (2.2); Support Skill Development (4.1)*
*Licensing Standard 746.1309 (b.2 – Guidance and Discipline); (d.10 – Planning Developmentally Appropriate Learning Activities)*

## Science Fun for All Ages

This session examines why authentic learning in science is so important and gives tips for teaching science across multiple scientific areas.  Lots of great curriculum ideas will be presented. *(Rebecca Cole)*
*Core Competency: Supporting Skill Development (4.1,7)*
*Licensing Standard 746.1309  (b.3 – Age-appropriate Curriculum)*


### *Jenice Dames*

## Characteristics of Young Learners with Autism
The number of children identified with Autism has multiplied over the past 5 years. More than likely you have worked with a child with autism or will at some point. This session will look at the characteristics of children with autism and we will discuss classroom strategies that can help young learners be successful! *(Jenice Dames)*
*Core Competencies: Child Growth and Development (1.1,2,3); Learning Environments, Planning Framework, Curriculum, and Standards (3.1)*
*Licensing Standard 746.1309 ( d.1 – Care of Children with Special Needs; (d.10 – Planning Developmentally Appropriate Learning Activities)*


## Is There Really a Difference Between Boys and Girls? YES

All children go through the same developmental levels but there are actually some fundamental differences between boys and girls! This session will explore the difference between boys and girls and how this effects what we do in the classroom! *(Jenice Dames)*
*Core Competencies: Child Growth and Development (1.1, 4); Learning Environments, Planning Framework, Curriculum, and Standards (3.1,2)*
*Licensing Standard 746.1309 (b.1 – Child Growth and Development)*

**What Do You Mean We're Not ALL Friends?**
Why does the word "Friends" cause so many problems? As a teacher, do you use phrases like: *go find a friend, what should you say to your friend, or be nice to your friend*? If so this session is for you! We will discuss the powerful meaning behind the word *friend* and the effect it has on children in a classroom setting! I hope we can still be friends after the session! *(Jenice Dames)*
*Core Competencies: Responsive Interactions and Guidance (2.2); Supporting Skill Development (4.1)*
*Licensing Standard 746.1309 (b.1 –Child Growth and Development*


*Sarah Farris*

**Big Appetites Shaping Little Bodies**
What foods do preschoolers really need to eat? Do French fries count as a veggie? Come and explore the basic dietary needs of preschoolers and how food can affect their day. *(Sarah Farris)*
*Core Competencies:  Supporting Skill Development (4.5,6); Health, Safety, and Nutrition (8.2,4)*
*Licensing Standard 746.1309 (d.2 –Child Health); (d.10 – Planning Developmentally Appropriate Learning Activities)*

**Food Allergies and Special Diets**
This session will explore some of the most common food allergies and sensitivities, and popular special diets. What do these mean for your classroom and what are some food alternatives?  *(Sarah Farris)*
*Core Competencies:  Supporting Skill Development (4.5,6,9); Health, Safety, and Nutrition (8.2,4)*
*Licensing Standard 746.1309 (d.2 –Child Health; d.10 – Planning Developmentally Appropriate Learning Activities)*

**Shaping Healthy Eaters**
Need ideas on how to encourage preschoolers (and their parents) to develop healthy eating habits. This session will provide tips for healthy classroom snacks, handling picky eaters, and inspiring the whole family to make nutritional choices. *(Sarah Farris)*
*Core Competencies:  Supporting Skill Development (4.6,9); Health, Safety, and Nutrition (8.2,4)*
*Licensing Standard 746.1309 (d.2 –Child Health; d.10 – Planning Developmentally Appropriate Learning Activities)*


*Ann Gathura*

**Shaping Behavior: Understanding the Functions of Behavior**
Behavior is functional, not GOOD or BAD. Functional means it pays off for the child in some way. Adults may see the behavior as being "good" or "bad", but the child continues the behavior because it is effective. Then teachers often choose interventions that make the problem behavior worse. This session is designed for all teachers but especially teachers who have or will have children who are difficult to manage behaviorally. This session will show teachers how to assess the functions of behavior and how to determine behavior interventions based on the function of the child's behavior. Teachers will also determine if their response increases the chances of the behavior occurring again or if the response decreases the likelihood of the  behavior occurring in the future.  *(Ann Gathura)*
*Core Competencies: Child Growth and Development (1.1,5); Responsive Interactions and Guidance (2.1,2)*
 *Licensing Standard 746.1309 (b.2 – Guidance and Discipline)*

**Shaping Behavior: Why Positive Reinforcement Works and Punishment Doesn't**
Do you wonder what strategies work and don't work in dealing with children's behaviors? This session will provide teachers with specific, effective, and positive reinforcement strategies to decrease problematic behaviors. Teachers will also learn why punishment based strategies are less effective in teaching new appropriate behaviors. Ways to use natural and direct reinforcement, social re-inforcers, activity re-inforcers, tangible re-inforcers, and token re-inforcers will be discussed. Teachers will gain an understanding of why reinforcement must be consistently delivered, delivered immediately, and why improvements in behavior should be reinforced.  *(Ann Gathura)*
*Core Competencies: Responsive Interactions and Guidance (2.1,2,); Learning Environments, Planning Framework, Curriculum, and Standards (3.1)*
*Licensing Standard 746.1309 (b.2 – Guidance and Discipline); (d. 10 – Planning Developmentally Appropriate Learning Activities)*

## Shaping Behavior: Increasing Compliance: Why Reprimand Doesn't Work

Do you have children who have difficulty maintaining on-task behaviors (ADHD symptoms), refuse to follow instructions, have poor social or play skills? Are you concerned about children with verbal or physical aggressive behaviors? In this session, teachers will learn strategies to increase compliance with non-preferred tasks and non-preferred demands, waiting for activities, sharing, transitioning from/to, or accepting the removal and loss of preferred items/activities, or accepting "no." Teachers will learn how to design interventions to increase compliance through delivery of a re-inforcer in the form of praise, edible items, tangible items, and tokens contingent on compliance. Teachers will learn strategies for handling non-compliance using strategies such as guided compliance. *(Ann Gathura)*
*Core Competencies: Responsive Interactions and Guidance (2.1,2,); Learning Environments, Planning Framework, Curriculum, and Standards (3.1)*
*Licensing Standard 746.1309 (b.2 – Guidance and Discipline); (d. 10 – Planning Developmentally Appropriate Learning Activities)*

## Active Shooter Training

Are you up-to-date on what to do in the event an active shooter showed up at your school? This session will provide the latest information on what steps to take and how to be prepared for an active shooter emergency. *(McKinney Police Department)*
*Core Competency: Health, Safety, and Nutrition (8.1,3)*
*Licensing Standard 746.1309 (d.3 – Safety); (d.4 – Risk Management)*

*Julie Hamilton*

## Dollar Store Fun

Shopping at a dollar store is like going on a treasure hunt for preschool teachers. Come to this workshop and discover great dollar store finds that can be used to teach math, science, literacy, fine motor skills, and more. Join us for some great ideas that can be used in every area of your curriculum.
   *(Julie Hamilton)*
*Core Competencies: Supporting Skill Development (4.2,3,4,5)*
*Licensing Standard 746.1309 (d.10 – Planning Developmentally Appropriate Learning Activities)*

## Developing a Heart for Outdoor Teaching

This workshop is designed to give strategies on teaching small groups and centers in an outside setting. Economical and practical ways to teach all concepts outside will be presented. This session will also include everything from setting up learning areas to implementing your lesson plans in these areas. Come on this journey filled with ideas that have been tested in a real outdoor classroom and learn from both mistakes and successes!   *(Julie Hamilton)*
*Core Competencies: Learning Environments, Planning Framework Curriculum, and Standards (3.1,2)*
*Licensing Standard 746.1309 (d.10  – Planning Developmentally Appropriate Learning Activities)*

## Loose Parts: What are They and Why Do I Need Them?

What are loose parts and why are they important in the development of preschool children?
This question will be answered in this session, and you will leave with a long list of loose parts to use in your own indoor and outdoor classrooms. Come participate in discussions about storage, how to incorporate loose parts into your classroom, where to find loose parts, and much more. *(Julie Hamilton)*
*Core Competencies: Child Growth and Development (1.1,5); Learning Environments, Planning Framework, Curriculum, and Standards (3.1)*
*Licensing Standard 746.1309 (b.1 –Child Growth and Development); (b.3 – Age-appropriate Curriculum)*

*Rene Hudspeth*

**Playground Safety**

Do you wonder if your playground is really safe? This session will provide the state regulations and minimum standards for playground safety. Safety topics such as safety surfacing, equipment, and adequate supervision will be discussed. (*Rene Hudspeth, CPSI*)

*Core Competencies: Learning Environments, Planning Framework, Curriculum, and Standards (3.1,2); Supporting Skill Development (4.7,9); Health, Safety and Nutrition (8.3)*
*Licensing Standard 746.1309 (d. 3&4 –Safety & Risk Managment)*

*Dr. Christy Isbell*

**Sensory Integration and the Learning Environment: Ways to Promote Active and Appropriate Participation from ALL Young Children  (*Keynote*)**

Participants will learn about the brain process, sensory integration, and how it is related to young children's learning and behavior. Participants will receive simple, easy-to-use environmental modifications to support young children who demonstrating specific challenging behaviors including over-activity and inattention. These principles are effective for toddlers, preschoolers, and kindergarteners. *(Dr. Christy Isbell)*

*Core Competencies: Child Growth and Development (1.1,2,3); Learning Environments, Planning Framework Curriculum, and Standards (3.1)*
*Licensing Standard 746.1309 (b.1 – Child Growth and Development); (d.1 – Care of Children with Special Needs)*

**Fine Motor Fun: Developmentally Appropriate Ways to Encourage Fine Motor Skills in Young Children**

This presentation will provide information on fine motor development and its significant connection to learning in early childhood.  Fine motor milestones for three-four-and-five year olds will be discussed and answers to teachers' most-asked questions about fine motor development will be provided. Evidence-based suggestions for the selection and use of tools and materials for fine motor activities will be explored along with innovative fine motor activities that can be easily implemented with groups or individuals. *(Dr. Christy Isbell)*

*Core Competencies: Child Growth and Development (1.3); Learning Environments, Planning Framework, Curriculum, and Standards (3.1); Supporting Skill Development (4.1)*
*Licensing Standard 746.1309 (b.1 – Child Growth and Development); (d.10 – Planning Developmentally Appropriate Learning Activities)*

**New Perspectives on Infant and Toddler Behaviors: The Sensory Integrative Approach**

 Learn innovative ways of understanding and responding to infant and toddler behaviors. Discover methods that incorporate sensory integration principles with developmentally appropriate practice. Gain solutions for behaviors that are often challenging such as difficulty sleeping, poor feeding, biting, and over-activity. *(Dr. Christy Isbell)*

*Core Competencies: Child Growth and Development (1.1,2); Learning Environments, Planning Framework, Curriculum, and Standards (3.1,2)*
*Licensing Standard 746.1309 (b.1 – Child Growth and Development); (b.3 – Age-appropriate Currculum)*

*Allison Jessee*

**An Invitation to Learn**

*Come explore new ways of adding process-driven art and inquiry-based learning to every area of your curriculum. Participate in hands-on practical and classroom-tested ideas inspired by Reggio Emilia and the Outdoor Classroom. Also discover the wide range of opportunities for open-ended exploration with a variety of materials.  (Allison Jessee)*

*Core Competencies: Learning Environments, Planning Framework, Curriculum, and Standards (3.1,2); Supporting Skill Development (4.7,9)*
*Licensing Standard 746.1309 (b. 3 – Age-appropriate Curriculum)*

## Opening an Art Studio in Your Preschool

Have you thought about creating an Art Studio in your school, but didn't know where to begin! Or maybe you were afraid to try? Come hear about one center's experience of replacing a Technology Lab with an Art Studio, and get inspired and equipped with the tools and knowledge you need to make this a reality for you and your children!  *(Allison Jessee)*
*Core Competency: Learning Environments, Planning Framework, Curriculum, and Standards (3.1,2)*
*Licensing Standard 746.1309 (b. 3 – Age-appropriate Curriculum*

## Turning the Inside Out

Everything you can do indoors, you can do outdoors, and even more! Come and explore practical ideas to take more or your daily activities outside, whether or not you have an Outdoor Classroom! You will leave with practical ideas gained through hands-on outdoor, process-driven and inquiry-based center activities as well as simple ideas to build outdoor learning stations*. (Allison Jessee)*
*Core Competencies: Learning Environments, Planning Framework, Curriculum, and Standards (3.1)*
*Licensing Standard 746.1309 (b.3 – Age-appropriate Curriculum*

## Mark Jones

## Capturing the Imagination of Little Minds with Group Time and Storytelling

A great group time can be everyone's favorite part of the day. In this session, you will learn the secret to moving kids from learning centers, cleaning the room, and fun story telling techniques that will capture their attention. *(Mark Jones)*
*Core Competencies: Learning Environments, Planning Framework, Curriculum, and Standards (3.1)*
*Licensing Standard 746.1309 (b.3 – Age-appropriate Curriculum)*

## Fine-tuning the Heart of Your Teacher Super Power *(Keynote)*

Have you discovered during this conference that you, as a teacher, have a heart of super powers that connects with kids? This closing keynote will highlight the amazing things that you can do that will lead kids to better participation and relationships with you and others as you get ready to start the new year with a BIG HEART for Gods and kids!  *(Mark Jones)*
*Core Competency: Professionalism and Ethics (9.2,3)*
*Licensing Standard 746.1309 (d.7 – Professional Development)*

## Teaching with a Big Heart and a Big Plan

Teaching Bible truths on a daily basis requires an intentional plan. Come to this session and explore the *Levels of Biblical Learning* and learn how great teaching plans and biblical content intersect for classroom excellence. Discover how you can be super creative and teach the Bible like a rock star.  *(Mark Jones)*
*Core Competency: Learning Environments, Planning Framework, Curriculum, and Standards (3.1,2)*
*Licensing Standard 746.1309 (b.3 – Age-appropriate Curriculum)*

## Melissa Machemehl

## Healthy Conflict and Difficult Conversations

No one likes to have difficult conversations! Come to this session learn how to create an open environment that embraces the difficult conversations and maintains healthy conflict.  *(Melissa Machemehl)*
*Core Competency: Professionalism and Ethics (9.1)*
*Licensing Standard 746.1309 (d.7 – Professional Development)*

## Interviewing with Heart (Directors)

Interviews begin from the first email or phone call communication. This session will equip directors with the interview skills that will detect the best, weed out the worst, and stay legal in the process. *(Melissa Machemehl)*
*Core Competencies for Administrators: Human Resource Leadership and Development (3.2,4)*
*Licensing Standard 746.1311 (d&e. – Management Techniques, Leadership & Staff Supervision)*

## Shaping Staff Culture (Directors)

Providing your teachers with a work culture that is respectful and caring begins with a Director who is intentional in creating and implementing staff behavior values. This session will explore leadership skills necessary to shape your staff culture in positive ways.   *(Melissa Machemehl)*
*Core Competencies for Administrators: Human Resource Leadership and Development (3.2,3,4)*
*Licensing Standard 746.1311 (d&e. – Management Techniques, Leadership & Staff Supervision)*


## Writing Policies and Handbooks

This session will explore how to determine policies and procedures for both staff and parents that set expectations, clarify purposes, and support your program.  *(Melissa Machemehl)*
*Core Competencies for Administrators: Business and Operations Management (2.1)*
*Licensing Standard 746.1311 (d&e. – Management Techniques, Leadership & Staff Supervision)*


## *Melissa McKenzie*

## Having a Big Heart for Your Staff (Directors)
This session will discuss the importance of setting goals for professional growth that are personalized and relevant for each member of your staff and how you, as a Director, can support those goals.
  *(Melissa McKenzie)*
*Core Competency for Administrators: Establishing and Maintaining an Effective Organization (1.1,2)*
*Licensing Standard 746.1311 (d.&e – Management Techniques, Leadership & Staff Supervision)*


## Shaping the Heart and Mind with Yoga for Children
That's right - yoga and preschoolers can go together. In fact, Yoga is a wonderful for way for children to exercise their whole body. Yoga positions help develop both fine and gross motor skills as well as enhance flexibility, muscle strength, balance and posture.  Children also build their self-confidence and self-awareness by gaining a better understanding of how their bodies work and move. Yoga also sharpens the child's ability to focus and relax, both of which are learned-skills.
  *(Melissa McKenzie)*
*Core Competencies: Learning Environments, Planning Framework, Curriculum, and Standards (3.1)*
*  Supporting Skill Development (4.1,9)*
*Licensing Standard 746.1309 (b.3 – Age-appropriate Curriculum)*


## Shaping Minds with Heartfelt Transitions
Children spend a lot of time switching between activities throughout the school day. And let's face it, sometimes we have those unplanned "opportunities to wait." What can you do with these little bits of Time? With a little preparation, you can take advantage of these time-tidbits and not only have fun, but also help the children learn along the way. Be prepared to play and sing along as we learn together!
  *(Melissa McKenzie)*
*Core Competencies: Learning Environments, Planning Framework, Curriculum, and Standards (3.1)*
*Licensing Standard 746.1309 (d.10 – Planning Developmentally Appropriate Learning Activities)*


## *Kristin Mathis*
## Mindfulness for Preschoolers (and Teachers Who Teach Them)

Staying mindful in the classroom can be a daily act of worship to our Creator and make a positive impact on many aspects of the classroom. This session will give practical ways to increase your own mindfulness and fun, age-appropriate activities to teach mindfulness skills to children. *(Kristin Mathis)*
*Core Competencies: Learning Environments, Planning Framework, Curriculum, and Standards (3.1);*
*  Supporting Skill Development (4.1)*

*Licensing Standard 746.1309 (b. 3 — Planning Developmentally Appropriate Learning Activities)*

## Power of Games for Classroom Management

Do you wish managing your classroom could be all fun and games? With the right games and the correct mindset, it can be! Come learn some versatile, easy games that will bring enjoyment and order to you and your classroom. *(Kristin Mathis)*

*Core Competencies: Responsive Interactions and Guidance (2.2,3); Learning Environments, Planning Framework, Curriculum, and Standards (3.1)*

*Licensing Standard 746.1309 (b.2 – Guidance and Discipline);  (d.10 – Planning Developmentally Appropriate Learning Activities)*

## TBRI In the Classroom: Becoming a Trauma-informed Teacher

Life can be hard for children! Many children experience large Traumas in their life. Others are affected by "little t' traumas" like stress and chaos.  By attending this session you can begin the movement from compassionate caregiver to a competent partner on the road to healing for children from hard places. This will be an introduction to Trust Based Relational Intervention (TBRI) and will teach you some basic skills from this highly effective methodology that has been proven very helpful for children from a traumatic background and others struggling with behavior issues.  This session will be taught by a TBRI Practitioner trained by Dr. Purvis and Dr. Cross (authors of *The Connected Child*) at TCU.

*Core Competencies: Child Growth and Development (1.2,4); Responsive Interactions and Guidance (2.2); Supporting Skill Development (4.1)*

*Licensing Standard 746.1309 (b.1 – Child Growth and Development); d.1 – Care of Children with Special Needs)*

## Where Did That Behavior Come From?

Many inappropriate behaviors come from a child's history. This session will provide a introduction to Trauma-Informed Care and answer some questions that we all should be asking. What is Trauma-Informed Care? What are ACEs (Adverse Childhood Experiences)? What is TBRI?  How can I help the struggling and at-risk children in my program? How does this all effect the behavior of the children in my school? This session will be taught by a TBRI (Trust Based Relational Intervention) Practitioner trained by Dr. Purvis and Dr. Cross (authors of *The Connected Child*) at TCU.

*Core Competencies: Child Growth and Development (1.2,4); Responsive Interactions and Guidance (2.2); Supporting Skill Development (4.1)*

*Licensing Standard 746.1309 (b.1 – Child Growth and Development); d.1 – Care of Children with Special Needs)*

### *Dr. Shelly Melia*

## Connecting the Dots: Developmental Theories and Spiritual Formation

Ever wonder how different ideas or philosophies of child development originated and how those ideas relate to what the Bible says about children? This is the session for you! This session will connect the dots of how the early years impact the spiritual formation of children. *(Dr. Shelly Melia)*

*Core Competencies: Child Growth and Development (1.4,5)*
*Licensing Standard 746.1309 (b.1 – Child Growth and Development)*

## A Heart for Generational Differences

This conference will give an overview of the traits of the Millennial and Gen Z generations with specific information related to communicating with these generations. Recent research will be shared that will give every director and teacher a great understanding and a bigger heart for the uniqueness of each generation. *(Dr. Shelly Melia)*

*Core Competencies: Families and Community Relationships (7.1,2,3,4)*
*Licensing Standard 746.1309 (d.7 – Professional Development)*

## Discover the Heart of the Weekday Why"

In a world where truth is relative and family is being redefined, Weekday Ministry is uniquely positioned to make an indelible mark on the hearts of young children by teaching the simple and timeless truths of God's Word. Come to this session and be inspired by focusing on the heart and "why" of weekday rather than the "how" or "what". *(Dr. Shelly Melia)*
*Core Competency: Professionalism and Ethics (9.3)*
*Licensing Standard 746.1309 (d.7 – Professional Development)*

## Finding Your Heart for Teaching

Inspired teachers inspire their students. Your role as a weekday teacher is more than teaching the ABCs and 1,2,3s. Through an interactive and strategic process, this session will encourage you to pinpoint your own heart and personal "Why" for doing want you do!
*Core Competency: Professionalism and Ethics (9.3)*
*Licensing Standard 746.1309 (d.7 – Professional Development)*

*Paula Miller*

## The Outdoor Classroom: My Journey

Are you curious about how to begin to plan and create an outdoor classroom? Paula Miller will be sharing her program's journey to building the outdoor classroom. Included will be some design principles of the outdoor classroom, where to start, and why you should consider the Outdoor Classroom for your program. *(Paula Miller)*
*Core Competencies; Learning Environments, Planning Framework Curriculum, and Standards (3.1,2)*
*Supporting Skill Development (4.2,3,7)*
*Licensing Standard 746.1311 (b.3 – Age-appropriate Curriculum)*

## The Joys of Teaching in a Natural Outdoor Classroom

Does the thought of teaching in an outdoor classroom send butterflies through your stomach? How do you as a teacher engage with children in an outdoor setting? This session will answer these and other questions related to the outdoor classroom and how it can bring joy to both you and the children you teach. This session will also introduce you to a great resource for helping teachers and directors understand how the outdoor classroom can be invaluable in shaping the minds of young children. *(Paula Miller)*
*Core Competencies; Learning Environments, Planning Framework Curriculum, and Standards (3.1,2)*
*Licensing Standard 746.1309 (d.10 – Age-appropriate Curriculum)*

## My Teachers Want an Outdoor Classroom! – Help! (Directors)

Are you a director that would like to know more about what an outdoor classroom is all about and why your teachers are asking about it? How can you lead your program and your teachers in this exciting new adventure? This session is designed to help you get onboard with the idea of an outdoor classroom. *(Paula Miller)*
*Core Competencies for Administrators: Implementing a Developmentally Appropriate Curriculum and Environment (5.1,2,4,5)*
*Licensing Standard 746.1311 (d.10 – Age-appropriate Curriculum)*

*Kristin Omo*

## It All Begins with Infants: Shaping Minds from the Start

What we do in our classrooms and how we interact with children affects how children's brains develop. Come learn about the vital impact that bonding and attachment have on early brain development. Also discover ways to promote secure bonding and attachment along with nine ways to build the young child's brain. *(Kristin Omo)*
*Core Competencies: Child Growth and Development (1.1.4); Supporting Skill Development (4.2)*
*Licensing Standard 746.1309 (b.1 – Child Growth and Development); (e.3- Understanding Early Childhood Brain Development)*

## Keeping God's Children Safe: Minimum Standards Update

Come and hear the latest updates on how to keep children safe by having an emergency preparedness plan, a plan for preventing and responding to emergencies due to food allergies or other allergens and building and premise safety. Plus learn about handling, storing and disposing of hazardous materials and safe infant sleep practices. *(Kristin Omo)*
*Core Competency: Health, Safety, and Nutrition (8.1,2,3,4)*
*Licensing Standard 746.1309 (d.2&3 – Child Health and Safety)*

## SIDS, Shaken Baby, And Early Brain Development

This workshop presents the annual training under the minimum standards for SIDS, shaken baby and the latest information on early brain development. *(Kristin Omo)*
*Core Competencies: Child Growth and Development (1.1.4)*
*Licensing Standard 746.1309 (b.1 – Child Growth and Development); (e.3- Understanding Early Childhood Brain Development)*

## God's Desire for Cleanliness: Maintaining Healthy Classrooms

What does it take to protect and keep children healthy? Come and participate in fun, interactive challenges that will remind you of the importance of cleanliness. *(Kristin Omo)*
*Core Competency: Health, Safety, and Nutrition (8.2,4)*
*Licensing Standard 746.1309 (b.1 – Child Growth and Development); (d.2 – Child Health)*

## Your Child Needs to Be Tested: Holding Parents in Your Heart

More and more children experience developmental delays and undiagnosed disabilities. No parent wants to hear that his or her child may need a specialized evaluation. Showing love and compassion for these parents during this critical time is important for both the child and parents. This session will outline the five states of grief/denial that parents experience, how to talk with parents, and what referrals to recommend. *(Kristin Omo)*
*Core Competencies: Child Growth and Development (1.4); Families and Community Relationships (7.2,3,4,5)*
*Licensing Standard 746.1309 (b.1 – Child Growth and Development); d.7 – Professional Development – Effective Communication with Families)*

### *Rae Pica*

## Active Learning Across the Curriculum

The domains of child development — physical, social/emotional, and cognitive — are so intertwined in the early years that a child cannot learn something in one domain without learning something in the others. To truly educate the whole child, we must recognize children as thinking, feeling, moving human beings who learn through all their senses. In this breakout session, participants will explore activities that will offer children meaningful and long-lasting educational experiences in art, language, math, music, science, and social studies. *(Rae Pica)*
*Core Competencies: Child Growth and Development (1.1,4,5); Supporting Skill Development (4.2,3,4,5,6)*
*Licensing Standard 746.1309 (d.10 – Planning Developmentally Appropriate Learning Activities)*

## Educating the Whole – Thinking, Feeling, Moving – Child (Keynote)

Developmentally appropriate practice dictates that we educate the whole child in an integrated fashion. But more than ever the trend is toward mind and body as separate entities with children regarded as existing only from the neck up. Research proves how children learn; now we have to implement best practice! This keynote will inform, entertain, and empower as Rae explores the possibilities for uniting mind and body. *(Rae Pica)*
*Core Competencies: Child Growth and Development (1.1,5); Learning Environments, Planning Framework, Curriculum, and Standards (3.1,2)*
*Licensing Standard 746.1309 (d.10 – Planning Developmentally Appropriate Learning Activities)*

*Dawne Pybas*

## Classroom Management — The Heartbeat of Learning

Does your heart palpitate at the thought of facing your classroom of busy, giggly, rowdy little people? Come discover helpful, teacher-tested strategies for managing your classroom and experience the heartwarming joy of watching little minds grow.  *(Dawne Pybas)*
*Core Competency: Responsive Interactions and Guidance (2.1,2,3)*
*Licensing Standard 746.1309 (d.2 – Guidance and Discipline)*

## Put Your Heart into Teaching Math (Without Breaking the Bank)

No money to purchase math manipulatives and games? Take heart! You can put math into the hands and minds of children with craft sticks, clothespins, cotton balls and more! So come learn to use what you already have to make learning math fun! *(Dawne Pybas)*
*Core Competency: Supporting Skill Development (4. 4)*
*Licensing Standard 746.1309 (b.3 –Age-appropriate Curriculum)*

## The Heart of Literacy Learning

Literacy learning is more than sharing a book with children. Literacy should permeate the classroom! Discover how to provide a literacy-rich environment as well as strategies for promoting literacy throughout the day.  *(Dawne Pybas)*
*Core Competencies: Supporting Skill Development (4.2,3)*
*Licensing Standard 746.1309 (d.4 – Age-appropriate Curriculum)*

*Audrey Rowland*

## Classroom Documentation: Making Learning Visible

A day in the classroom is full of engaging and fun learning activities. But what do parents actually see? They see the most stressful and chaotic parts of the day – pick up and drop off. Tell the story of the day with informative and interesting documentation boards and visuals. These visuals help parents understand what parts of the day are most important to their child's learning. Replace the googly-eyed owls from art with meaningful documentation that informs parents and celebrates each classroom in your program. *(Audrey Rowland)*
*Core Competency: Families and Community Relationships (7.3,4)*
*Licensing Standard 746.1309 (d.7 – Professional Development – Effective Communication with Families)*

## Classroom Management: Inclusion Strategies for Diverse Behaviors

This session will provide a discussion of challenging behaviors, strategies for classroom management and simple approaches for children with undiagnosed or high functioning social skills disorders (i.e. Autism Spectrum Disorders, ODD, and Sensory Integration Disorders). Participants will gain practical knowledge on how to adjust the classroom to include all children and maintain a developmentally appropriate, play-based curriculum.  *(Audrey Rowland)*
*Core Competency: Responsive Interactions and Guidance (2.1,2); Learning Environments, Planning Framework, Curriculum, and Standards (3.1)*

*Licensing Standard 746.1309 (b.2 – Guidance and Discipline); (d.1 – Care of Children with Special Needs)*

## How to Stay Play-based in the Readiness World

Children learn through play! But how do we ensure that high-quality play is happening in our programs? With parent demands for academic readiness, schedules dominated by specials, and the pressure to keep up with the program down the street, how do we make a place (and a case) for play? In this session, we will review why play is critical to learning, how to implement productive play in your program, and how to talk to parents about the importance of play. *(Audrey Rowland)*
*Core Competencies: Child Growth and Development (1.5); Learning Environments, Planning Framework, Curriculum, and Standards (3.1)*
*Licensing Standard 746.1309 (b.1 – Child Growth and Development); (d.4 – Age-appropriate Curriculum)*

## Success with Toddlers

How can teachers set toddlers up for success every day? This session will review the cognitive, physical an language development of toddlers and discuss best practices for creating an enriched environment and curriculum specifically for this age group. We will discuss how to prevent and respond to challenging behaviors - including biting. Participants will see examples of toddler programs, gain new strategies, and better understand this unique stage of development.

  *(Audrey Rowland)*
 *Core Competencies: Responsive Interactions and Guidance (2.1); Supporting Skill Development (4.1)*
 *Licensing Standard 746.1309 (b.3 – Teacher-child Interaction);  (d.10 – Planning Developmentally Appropriate Learning Activities)*


### *Dr. Joshua Staub*

## Emotional Safety in the Classroom: Why It Matters for the Children (Keynote)

Research overwhelmingly supports one foundational component to raising successful kids – an emotionally safe environment! When a child feels safe, he or she can access the parts of the brain necessary for educational, vocational, relational, and spiritual growth. The opening keynote will explain how your classroom can be the breeding ground for a child's long-term success.

  *(Dr. Joshua Straub)*
 *Core Competencies: Learning Environments, Planning Framework, Curriculum, and Standards (3.1) Supporting Skill Development (4.1)*
 *Licensing Standard 746.1309 (d.4 – Age-appropriate Curriculum)*


## Teaming with Parents: 5 Ways to Build Respect and Rapport in the Parent-Teacher Relationship

Championing the heart of a child begins with the parent, but it does not end there. Your effectiveness as a director or teacher is dependent on your relationship and cooperation with parents. But that can be a task in and of itself. Using the 5 pillars of emotional intelligence, this session will provide practical strategies for helping you connect with parents at a deepening level to champion the hearts of children.

  *(Dr. Joshua Straub)*
 *Core Competencies: Families and Community Relationships (7.1,2,3,4)*
 *Licensing Standard 746.1309 (d.7 – Professional Development – Effective Communication with Parents)*


### *Dr. James Thomas*

## Language Play for Infants (Birth-12 months)

Babies become willing participants when they watch an adult focus attention directly on them. Typically non-walkers and non-talkers engage with their eyes and ears and react with smiles and i intense staring. Therefore, pleasant, joyful, memorable ways to accomplish this goal need to be planned and provided to promote awareness of themselves and others. This fast-paced session of sharing books, body movement, songs, yoga, and signing may be replicated using the same or adapted sequence in home or in a classroom environment. Participants will learn ways of organizing a setting that will be age-appropriate; providing content that will maintain interest and engage little ones; sharing activities such as songs, body movement, and books; and encouraging exercise and signing activities. (Participants are requested to bring a teddy bear and a blanket.)
 *Core Competencies: Child Growth and Development (1.1); Supporting Skill Development (4.2,3)*

 *Licensing Standard 746.1309 (b.1 – Child Growth and Development);  (d.10 – Planning Developmentally Appropriate Learning Activities)*

**Ready to Read**
Early literacy, what children need to know about reading and writing before they actually learn to read and write, is crucial to success. Participants will learn the six early reading skills, how they relate to brain development, and basic ways to integrate them into daily life. Participants will be able to define the meaning of "early literacy"; list the six essential early literacy skills and describe ideas to incorporate them into daily routines; practice ways to read picture books that dramatically increase language development; and understand and apply the dialogic reading method when sharing a picture book. Appropriate for teachers of children newborn to 5 years. *(Dr. James Thomas)*
(Participants are requested to bring a picture book.)
*Core Competencies: Child Growth and Development (1.1); Supporting Skill Development (4.2,3)*

*Licensing Standard 746.1309( b.1- Child Growth and Development); (d.10 – Planning Developmentally Appropriate Learning Activities)*


**The Young and the Restless: Activities and Ideas for Captivating and Communicating with Ones**
Young children learn by watching and participating in age-appropriate, meaningful, and well planned activities. Activities based on research in learning theory that have been successfully put into practice with one-year-olds will be demonstrated, practiced, and discussed. Participants will learn ways of introducing basic concepts such as letters, numbers, shapes, and colors. Learning and applying selection criteria for "developmentally appropriate" book titles, using rhythm, movement, and songs in everyday events and integrating foreign languages with real objects will also be included. The importance of exercise and providing an opportunity for kinesthetic experiences will also be a part of this exciting session. *(Dr. James Thomas)*
*Core Competencies: Child Growth and Development (1.1); Supporting Skill Development (4.2,3)*
*Licensing Standard 746.1309 (d.4 – Age-appropriate Curriculum)*


*Paula B. Tinker*

**The Heart of Teaching So Little Hearts Are Learning: Understanding Adverse Childhood Experiences (ACEs)**

How can you use Adverse Childhood Experiences (ACEs) to touch a child's heart and shape a child's mind? This session will define an ACE and show you how to use a traumatic experience to shape a child's heart! *(Paula B. Tinker)*
*Core Competencies: Responsive Interactions and Guidance (2.1); Supporting Skill Development (4.1)*
*Licensing Standard 746.1309 (b.3 – Teacher-child Interaction; (d.1 – Care of Children with Special Needs)*

**The Keys to a Young Child's Heart**
Come and explore eight basic social and emotional needs of children and discover how meeting these needs will facilitate success in a young child's life. *(Paula B. Tinker)*
*Core Competencies: Child Growth and Development (1.2); Supporting Skill Development (4.1)*
*Licensing Standard 746.1309 b.1- Child Growth and Development); (d.4 – Age-appropriate Curriculum)*

**Learning to Move; Moving to Learn**

All learning begins with the body and the more a child moves, the more the brain is stimulated. In this session, you will learn how to incorporate sensory integration learning to achieve academic success. *(Paula B. Tinker)*
*Core Competencies: Child Growth and Development (1.2); Supporting Skill Development (4.9)*
*Licensing Standard 746.1309 (d.4 – Age-appropriate Curriculum)*

*Jerri Thompson*

**Advanced Infant and Toddler Development: Parts 1 & 2**
You already know the basic development of infant & toddler children. However, what about more specific issues surrounding emotional, physical, cognitive and social development? We will discuss topics that you care most about and a few more that may be new to you. Teaching infants and toddlers can be both rewarding and challenging, but what an amazing opportunity to bless the lives of our youngest world-changers! *(Jerri Thompson)*
*Core Competency: Child Growth and Development (1.1,2,4)*
*Licensing Standard 746.1309 (b.1–Child Growth and Development); (e.3 – Understanding Early Childhood Brain Development)*

**How to Create Effective Lesson Plans: Part 1 of Assessing Young Children**
Lesson plans are essential for teachers! Effective lesson plans reduce stress in the classroom, diminish behavior problems, and guide teachers to desired outcomes. This session will provide "how-tos" of lesson planning and show how using an assessment tool such as the TBCWEA Early Childhood Assessment Tool is a valuable guide in planning. *(Jerri Thompson)*
*Core Competencies: Learning Environments, Planning Framework, Curriculum, and Standards (3.1); Observation and Assessment (5.1)*
*Licensing Standard 746.1309 (d.10 – Planning Developmentally Appropriate Learning Activities); (d.11 – Observation and Assessment*

**Writing Anecdotal Comments the Easy Way: Part 2 of Assessing Young Children**
What are anecdotal comments and why are they so important for assessing young children and to lesson planning? Come to this continued session to understand how to create more effective and useful teaching plans. *(Jerri Thompson)*
*Core Competencies: Learning Environments, Planning Framework, Curriculum, and Standards (3.1); Observation and Assessment (5.1)*
*Licensing Standard 746.1309 (d.10 – Planning Developmentally Appropriate Learning Activities); (d.11 – Observation and Assessment*

**Toilet Learning vs. Toilet Training**
The key to successful toileting begins with a toilet learning practice that is developmentally appropriate. The training will clearly spell out the difference between the practice of toilet learning and toilet training. *(Jerri Thompson)*
*Core Competencies: Child Growth and Development (1.1,4)*
*Licensing Standard 746.1309 (d.9 – Toilet Training)*

**When to Manage and When to Lead (Directors)**

A strong director understands when managing is important and when leading is necessary. These two characteristics of strong leadership must be applied at the right time and require different techniques. When these techniques are applied appropriately, the results are rewarding and fruitful for your program. *(Jerri Thompson)*
*Core Competencies for Administrators: Human Resources Leadership and Management (3.1,2,3,4)*
*Licensing Standard 746.1311 (d.& e. – Training and Management Techniques,  Leadership and Staff Supervision*

*Shawn Varghese*

**Intro to Hinduish & Islam: Worldwide View Awareness for Ministry**

*As Texas becomes increasingly populated with people groups from various backgrounds, we will inevitably meet people from other religions. This session is designed to help you better understand the worldview of these groups and how to impact them for Christ. This session will include an introduction to Hinduism and Islam and will include a time of Q & A.*
*Core Competency: Families and Community Relationships (7.1,2,6)*
*Licensing Standard 746.1309 (d.6 – Cultural Diversity for Children and Families)*

*Ray Lara*

## Child Abuse Identification & Reporting

This training provides professionals the essentials of identifying the signs and symptoms of abuse. What to do if a child discloses abuse, how and when to report abuse, and what happens during the investigation. *(Ray Lara)*

*Core Competency: Health, Safety, and Nutrition (8.1)*
*Licensing Standard 746.1309 (c – Prevention, Recognition, and Reporting of Child Abuse and Neglect)*


*Ellen Veseleck*

## Brain Development, Learning and Reasonable Risk: The Benefits of Outdoor Learning

There is so much evidence about the benefits to children when they are outdoors in nature, yet many children in this country spend most of their waking hours indoors. The reasons are many; lack of available space or time, safety concerns, sedentary activities and pressure for academic achievement. This workshop will help participants understand the need for children to be outdoors, to realize the learning that occurs in a thoughtfully set-up yard and the importance of reasonable risk-taking. There will be a focus on cognitive development for infants through preschool which will help participants feel confident that learning standards are being met and have a greater ability to articulate to peers and parents the benefits of being outdoors. *(Ellen Veselack)*

*Core Competencies: Child Growth and Development (1.1,2,3); Learning Environments, Planning Framework, Curriculum, and Standards (3.1)*
*Licensing Standard 746.1309 (d.10 – Planning Developmentally Appropriate Learning Activities*

## Yes, You CAN Learn Anything and Everything in the Outdoor Classroom (Keynote)

Children now, more than ever, need to have ample opportunities to be outdoors, connecting to nature, exploring their natural surroundings and yes, *learning*. We must rethink what meaningful, authentic learning is and how we can support young children's authentic learning in the outdoors. Come along on a journey of discovery, using current research on just what it is children need to be capable, competent learners and the capacity that nature has to enhance the learning. *(Ellen Veselack)*

*Core Competencies: Learning Environments, Planning Framework, Curriculum, and Standards (3.1,2)*
*Licensing Standard 746.1309 (d.10 – Planning Developmentally Appropriate Learning Activities*